

Using Evaluation to Ensure Accountability in Professional Development

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Why are we in
*desperate need of
good information on
Effective Professional
Development ?*

“Reviewing the Evidence on How Teacher Professional Development Affects Student Achievement”

Yoon, K. S., Duncan, T., Lee, S. W., Scarloss, B., & Shapley, K. L.
(2007).
Washington, DC: Institute of Education Sciences,
National Center for Education Evaluation and Regional Assistance,
U.S. Department of Education.

Design:

1. **1,343 studies** identified addressing the impact of professional development on student achievement.
2. **Selection criteria:** U.S. Department of Education “What Works” Clearinghouse Evidence Standards

Findings:

1. Only **9 studies** met the selection criteria.
 - 6 published in peer-reviewed journals
 - 3 unpublished doctoral dissertations
2. Dates: **1986 – 2003**
3. Level: All studies focused on *elementary schools*
4. Subjects: *Reading / Language Arts
Mathematics, and Science*

Findings:

5. Student achievement measures:
 - 7 used standardized measures of achievement
 - 1 used a researcher-developed measure
 - 1 used Piagetian conservation tasks
6. Number of teachers: **5 – 44**
7. Number of students: **98 – 779**

What Makes Professional Development Effective?



Consider your BEST and WORST Professional Development Experiences:

1. What was the *Topic* or *Content*?
2. Who *Planned* it?
3. Who *Led* it?
4. What were the *Results*?

Five Levels of Professional Development Evaluation:

1. Participants' *Reactions* to the Experience
2. Participants' *Learning* from the Experience
3. *Organization Support & Change*
4. Participants' *Use of New Knowledge & Skill*
5. *Results: Student Learning Outcomes*

Five Levels of Professional Development Planning:

5. *Results: Student Learning Outcomes*
4. Participants' *Use of New Knowledge & Skill*
3. *Organization Support & Change*
2. Participants' *Learning* from the Experience
1. Participants' *Reactions* to the Experience

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